



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA #  SAS #

**2019-2021 Grown Your Own Grant Program, Cycle 2**

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701-18-106-006

Application stamp-in date and time

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GRANTS ADMINISTRATION

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Inequitable distribution - DISD struggles to find qualified candidates for many of the teaching positions to close the diversity gap between students and Teachers.	All students benefit from being educated by teachers from a variety of races and ethnic groups who have demonstrated interest in teaching, as it better prepares them to succeed in an increasingly diverse society. DISD will provide an opportunity for diverse community members to become teachers to improve student success.
DISD faces shortage of teachers in difficult-to-staff teaching positions- Finding teachers of color, male teachers, and bilingual teachers have been difficult.	DISD is very committed in making intentional efforts to diversify its teacher workforce, a paraprofessional-to-teacher pipeline will help support them in their teacher education efforts to expand DISD's teacher workforce.
Secondary Shortage - Middle and high schools, in particular, face challenges in filling positions in special education, math and Bilingual, and ESL.	Increase the number of people who want to join the teaching profession by recruiting and mentor high school students by engaging high school students interested in education and by exposing students to teachers who share their race.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of May 2021 Denton Independent School district will:

Increase the number of teachers who want to join the teaching profession and teach in lower-income neighborhoods. Intentionally recruit bilingual and people of color and those from the neighborhoods that have teacher shortages who possess a BA and assist them to obtain a Teaching Certificate.  
Expose minority students to teachers who come from similar backgrounds as they do.  
Help para-professionals navigate the teacher certification system they may not be familiar with or have access to.  
Create a workforce that's reflective of the full diversity of the student and district population.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Teacher of Record to facilitate E&T courses pursuing a Master's Degree is identified.  
Nine (9) Paras are identified. Students interested in pursuing teaching as a profession are identified and recruited. Students are provided with a clear window into the teaching profession as a viable career choice through E&T. The E&T curriculum gives students a broad foundation and road map from high school to college and career. MOU's are finalized. Paras begin the enrollment process in the teacher certification program. Curriculum includes equity issues, history of special populations in education. Curriculum promotes academic language and better understanding of complex issues within education today.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

A student support system comprised of families, mentors and related professionals will be in place.  
High schools offer instructional practice and practicum in E&T course.  
CSTO chapter established.  
Mentors are matched with participating students.  
Field-based learning provides significant work experience.  
Involvement with CTSO continues.  
MA Participant has enrolled and begins degree coursework.

**Third-Quarter Benchmark**

Students show improvements in their overall high school GPA.  
Students enroll in post-secondary education after graduation.  
Students are exposed to higher education options through campus visitations and workshops.  
Students have a deeper understanding of college prep and application process.  
Annual awards banquet and celebration are scheduled and conducted.  
Participants have a solid foundation in research-based teaching practice and a deep knowledge of curricula.  
Program manual for dissemination and sharing is prepared.  
Paras with a BA complete Teacher Certification program by 2021.  
MA participant completes coursework and graduates with an MA by 2021.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

By submitting this application, Denton ISD agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required reports in the format and time requested by the funding agency. Denton ISD will incorporate appropriate evaluation strategies will be employed to produce both quantitative and qualitative data.

The methods of evaluation employed by the GYO PROJECT will be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. In order to effectively monitor program services and identify areas needing expansion and/or modification, evaluation information will be gathered, analyzed, and reported to project management and the funding source. DISD will collect, analyze, and report evaluation data focusing on the following:

- The degree to which program implementation objectives are being met
- The extent of utilization of planning training and technical assistance approaches and strategies; and

Qualitative and quantitative techniques will be used in the assessment of program implementation. These evaluative techniques and methods will include:

- Number of students enrolled on the high school campus per grade level.
- Number of students enrolled in each education and training course.
- Demographics of teachers and students participating in the program.
- Number of students participating in at least one CTSO activity.
- Number of students completing each course in the E&T.
- Number of para-professional receiving stipends to complete their teacher certification.
- Number of paras hired as full time teachers within the district.
- Teacher of Record completes MA course work and graduates.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
  - ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

Denton ISD has a growing Education and Training pathway at our traditional high school campuses and culminating at the Advanced Technology Complex (ATC). Four of the five traditional high schools at Denton ISD are currently offering Principles of Education and Training and Human Growth and Development classes to students in 10th -12th grades. Instructional Practices and Practicum in Education and Training internship classes for juniors and seniors are held at the ATC. Two more sections of Instructional Practices will be added and plans are in place to add more section pursuant to the notice of grant award to continues to expand the program. Through the Grow Your Own grant, we will be able to add dual credit education classes and district's long-term plan is to have a full associates of education program at the ATC to help eliminate some of the barriers that DISD students experience on the road to becoming teachers. The district has partnerships in place with North Central Texas College and Texas Woman's University to achieve the goals of the grant. In addition to the Education and Training program, the district has a program in place called Teach Denton. Through this program, grant staff identify students as young as kindergarten who possess innate teacher qualities. To quote our Deputy Superintendent Dr. Richard Valenta, "We need teachers that possess what I call neurotic DNA. They have an unwavering desire for students to be successful and will do anything to make that happen." We aim to identify students at a very early age and plan to mentor and nurture those abilities until they reach high school and guide them through our Education and Training program and on through college and then return to the educator pipeline in Denton ISD.

The ATC has a TAFE chapter with students from our four traditional campuses and several rural districts that feed into our program. Currently there are 63 students who are participating in this CTSO. Our students have competed at regional and state, and this summer three are advancing onto to the national competition. The Region 11 president is a senior in her second year of our program. In addition to the student accomplishments, our teacher of record for Pathways 1, Mrs. Leah Zavala, will be pursuing her master's degree and was named the TAFE Teacher Leader for the State of Texas this year. Plans are in place to add more TAFE chapters in Denton ISD at our traditional high schools, middle schools and even elementary schools next year.

To select the most suitable teacher participant, the GYO grant committee surveyed those teachers that are currently teaching the Education and Training classes to ascertain their suitability for the Grow Your Own grant. The committee identified, Leah Zavala who teaches the Instructional Practices and Practicum in Education and Training internship classes and is also the sponsor of our Texas Association of Future Educators (TAFE) chapter at the Advanced Technology Complex (ATC) in Denton ISD as the best choice for Pathway 1. Mrs. Zavala has recently begun her Master of Education degree and is looking forward to offering dual credit options for her students. Mrs. Zavala has taught the Education and Training courses for the last six years and this is her second year at the ATC in Denton ISD. Since Mrs. Zavala has started at the ATC our enrollment in the Instructional Practices and Practicum in Education and Training classes has gone up 30% and we have experienced a retention of 87% of her students returning to take the second year of the program. This year she took 46 students to the regional TAFE competition and 87 % of those students progressed to the state competition. At the state TAFE competition, 92% of the students who attended placed in their respective categories and three students will be advancing to the national competition. In addition to Mrs. Zavala's students receiving awards this year at the TAFE state competition, she was honored as the Teacher Leader of the year for the state of Texas. In Mrs. Zavala's classes 92% of her students maintain a class average of 90 or higher and 41% of her students will be pursuing higher education in a high need teaching field such as special education or bilingual education. On her latest T-TESS evaluation, Mrs. Zavala scored in the accomplished and distinguished levels in all domains. She is a leader among her fellow teachers and is the Strengths Finder teacher leader on campus who then trains her coworkers. Her Mexican-American heritage reflects the composition of one quarter of her students and a large portion of the students in our district.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

For pathway two, the committee determined that the best way to get teachers into the classroom would be to identify current paraprofessionals that possess a bachelor's degree and need to go through an alternative certification program in order to become certified teachers. The Human Resources Department identified para who possessed a Bachelor's Degree. Respective supervisors and campus principals helped with identification of individuals that are highly regarded on their campuses and consistently receive high ratings that they would recommend become teachers.

These current staff members were then asked to complete an employment application and the Job Fit and Teacher Insight surveys. Of the initial group of over one hundred forty paraprofessionals, twenty-seven of those completed the next steps and expressed a high interest in completing an alternative certification program and becoming a classroom teacher. Almost fifty percent (50%) of these applicants are persons of color and thirty percent (30%) are interested in high need teaching areas such as bilingual and special education. Denton ISD aims to increase bilingual and special education teacher force by 3%.

Upon the notice of funding, Denton ISD has agreed upon a Memorandum of Understanding (MOU) with our current paraprofessionals to teach at the district for the three years following the completion of their alternative certification program.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit 0 X \$11,000 = 0

Number of teachers who are teaching Education and Training courses, but not for dual credit 1 X \$5,500 = 5,500

Number of high schools with existing Education and Training courses in 2018-2019 5 X \$6,000 = 30,000

Number of high schools without existing Education and Training courses in 2018-2019 0 X \$9,000 = 0

**Total Request for Pathway 1** 35,500

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only 0 X \$5,500 = 0

Number of candidates pursuing both a bachelor's degree and a teacher certification 9 X \$11,000 = 99,000

Request for Pathway 2 99,000

Request for Pathway 1 35,500

**Total Combined Request for Pathways 1 & 2** 134,500

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment 0 X \$22,000 = 0

Number of candidates participating in an intensive pre-training service program 0 X \$5,500 = 0

**Total Request for Pathway 3** 0

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Stipend for Education & Training Teacher	5,000
Substitute Teacher Cost	3,000
Tuition costs for Pathway 1 and Pathways 2 participants	99,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Certification Exams	2,000

**SUPPLIES AND MATERIALS (6300)**

Consumable office and instructional supplies and materials to support the program implementation	11,000
Travel costs associated with state provided professional development	3,000

**OTHER OPERATING COSTS (6400)**

TAFE teacher and student membership & event / conference participation and travel costs	11,500

Total Direct Costs 134,500

Should match amount of Total Request from page 8 of this application

Indirect Costs**TOTAL AMOUNT REQUESTED**

134,500

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

One (1)

**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- X This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- X The plan must include strategies to increase enrollment in each course each year.
- X The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Denton ISD has a growing Education and Training pathway at our traditional high school campuses and culminating at the Advanced Technology Complex (ATC). Four of the five traditional high schools at Denton ISD are currently offering Principles of Education and Training and Human Growth and Development classes to students in 10th-12th grades. Instructional Practices and Practicum in Education and Training internship classes for juniors and seniors are held at the ATC. Two more sections of Instructional Practices will be added, and plans are in place to add more section pursuant to the notice of grant award to continues to expand the program. Through the Grow your Own grant, we will be able to add dual credit education classes and district's long-term plan is to have a full associates of education program at the ATC to help eliminate some of the barriers that DISD students experience on the road to becoming teachers. The district has partnerships in place with North Central Texas College and Texas Woman's University to achieve the goals of the grant. In addition to the Education and Training program, the district has a program in place called Teach Denton. Through this program, grant staff identify students as young as kindergarten who possess innate teacher qualities. To quote our Deputy Superintendent Dr. Richard Valenta, "We need teachers that possess what I call neurotic DNA. They have an unwavering desire for students to be successful and will do anything to make that happen." We aim to identify student at a very early age and plan to mentor and nurture those abilities until they reach high school and guide them through our Education and Training program and on through college and then return to the educator pipeline in Denton ISD. The ATC has a TAFE chapter with students from our four traditional campuses and several rural districts that feed into our program. Currently there are 63 students who are participating in this CTSO. Our students have competed at regional and state, and this summer three are advancing onto to the national competition. The Region 11 president is a senior in her second year of our program. In addition to the student accomplishments, our teacher of record for Pathways 1, Mrs. Leah Zavala, will be pursuing her master's degree and was named the TAFE Teacher Leader for the State of Texas this year. Plans are in place to add more TAFE chapters in Denton ISD at our traditional high schools, middle schools and even elementary schools next year.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

X The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

X The plan must include marketing and recruitment strategies to increase student interest and persistence.

X The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

DISD staff intend to identify students who have a passion for teaching through a variety of means. Our Education and Training teachers visit the classes that feed into our program to recruit students, students participate in career days, elective fairs, and tours of our campus. Through our Teach Denton program, students who exhibit good teacher qualities are being nominated to the program and then mentored, starting as young as pre-k through their entire school career. This summer we will start a Future Teacher Academy for students in the 2nd through 10<sup>th</sup> grades who have been nominated for Teach Denton to participate in a week-long program to nurture and expand their love for teaching. The goal of this program is to monitor those students as they progress through our schools to help them become students who have the required grade point average and performance that will be needed to take dual credit classes. Our hope is to attract future teachers who will reflect our student population especially in the area of minority and bilingual candidates to continue in the educator pipeline.

Once students have entered in the Education and Training pathway, they will be encouraged and inspired to continue to become teachers. Since last year alone our internship program has grown over 30% and we have a retention rate of 87% of our students returning after taking Instructional Practices to take the 2<sup>nd</sup> year class Practicum in Education and Training. Students are highly engaged using engaging and rigorous curriculum and are provided with opportunities to choose their preferred grade level at their internship sites. DISD has existing partnerships with local universities and colleges that will provide mentors to our students through the high school and college process. Efforts are in place to provide scholarships to a successful graduating senior through iTeach Texas and NCTC.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

X The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.

X The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

X All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Currently, Denton ISD, through the Education and Training program at the ATC has an agreement in place with Texas Woman's University (TWU) to waive the first education class that is part of a bachelor's degree in education at TWU. To receive credit for this course, students must complete both years of the program which includes Instructional Practices and Practicum in Education and Training. The ATC also has an established MOU with North Central Texas College (NCTC) to offer dual credit classes in several other career fields. Initial meetings have been held with NCTC to begin the process of offering dual credit classes in Education and Training, the current obstacle being the Mrs. Zavala's lack of a master's degree in education. Once Mrs. Zavala has obtained her master's degree, the ATC would then add education classes to the MOU and begin offering classes to students in Denton ISD and the nine surrounding rural districts that are serviced by the ATC.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

Nine (9)

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

X The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.

X The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

For pathway two, the committee determined that the best way to get teachers into the classroom would be to identify current paraprofessionals that possess a bachelor's degree and need to go through an alternative certification program to become certified teachers. The Human Resources Department identified para who possessed a bachelor's degree. Respective supervisors and campus principals helped with identification of individuals that are highly regarded on their campuses and consistently receive high ratings that they would recommend become teachers.

These current staff members were then asked to complete an employment application and the Job Fit and Teacher Insight surveys. Of the initial group of over one hundred forty paraprofessionals, twenty-seven of those completed the next steps and expressed a high interest in completing an alternative certification program and becoming a classroom teacher. Almost fifty percent (50%) of these applicants are persons of color and thirty percent (30%) are interested in high need teaching areas such as bilingual and special education. Denton ISD aims to increase bilingual and special education teacher force by 3%.

Upon the notice of funding, Denton ISD has agreed upon a Memorandum of Understanding (MOU) with our current paraprofessionals to teach at the district for the three years following the completion of their alternative certification program.